

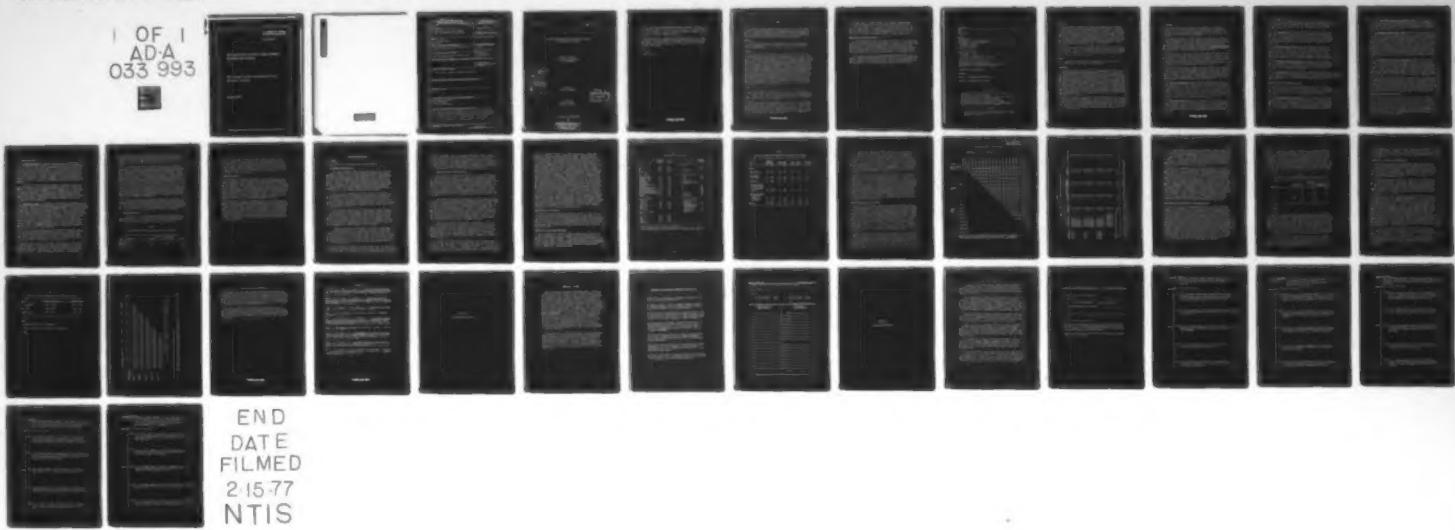
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**U.S. DEPARTMENT OF COMMERCE  
National Technical Information Service**

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**SELECTION CRITERIA FOR RECRUIT COMPANY COMMANDERS:  
DEVELOPMENT AND EVALUATION**

**NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER  
SAN DIEGO, CALIFORNIA**

**DECEMBER 1976**

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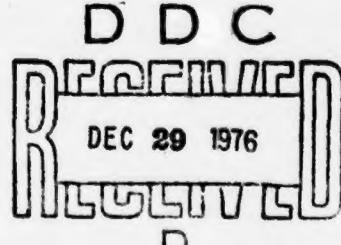
SELECTION CRITERIA FOR RECRUIT COMPANY COMMANDERS:  
DEVELOPMENT AND VALIDATION

Wilfredo R. Manese  
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FOREWORD

This research and development was conducted in support of Exploratory Development Task Area ZF55.521.030 Recruitment, Selection, and Classification of Navy Personnel. It was initiated in response to a request from the Chief of Naval Technical Training to develop psychometric measures for use in selecting prospective company commanders.

The assistance of the Recruit Training Commands (RTCs) at San Diego, Great Lakes, and Orlando throughout all phases of this research is gratefully acknowledged. Also, appreciation is expressed to LCDR Rambo and members of the Brigade Staff at RTC San Diego for their assistance in developing the Leadership Questionnaire.

J. J. CLARKIN  
Commanding Officer

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## SUMMARY

### Problem

Since recruit company commanders play a critical role in the initial training of enlisted personnel, it is considered essential that highly qualified personnel be assigned to this function. To date, assignments have been based on selection criteria that are neither standardized nor formally validated against measures of on-the-job performance.

### Objective

The present research effort was undertaken to develop and validate selection instruments for use in screening prospective candidates for company commander duty.

### Approach

Company commanders (CCs) assigned to the Navy's three Recruit Training Commands (RTCs) were administered an experimental battery of tests consisting of a Leadership Questionnaire (LQ), the Work Environment Preference Schedule (WEPS), a Biographical Questionnaire (BQ), and the Strong Vocational Interest Blank (SVIB). Two types of criterion measures--judgmental and objective in nature--were used to measure individual differences in effectiveness among CCs. The judgmental criterion consisted of supervisory evaluations in the form of rankings and ratings; the objective criterion, of inspection scores assigned to company performance by the Military Evaluation Department (MED). After inter-rater reliability had been determined, a factor analysis was performed on all criterion data to extract the more basic factors underlying individual differences in effectiveness. After those items in the LQ, BQ, and SVIB which differentiated between the most and least effective CCs had been identified, they were assembled to form predictive scales for these tests and cross-validated to obtain estimates of their individual validity. Multiple correlational analyses were then performed to obtain the validity of the scales when used in combination.

### Results

The factor analysis performed on all criterion data yielded two criterion composites--the Judgment Criterion, which consisted of all supervisory rankings and ratings, and the MED criterion, which consisted of all MED inspection scores. These are the criteria that were subsequently used to develop predictive scales for the LQ, SVIB, and BQ.

Statistically significant validities were obtained for: (1) the SVIB scale developed against the MED criterion ( $r = .34$ ,  $p < .01$ ), (2) the SVIB scale developed against the judgment criterion ( $r = .20$ ,  $p < .05$ ), and (3) the BQ scale developed against the judgment criterion ( $r = .20$ ,  $p < .05$ ). The shrunken multiple correlation coefficient between the judgment criterion and the SVIB and BQ scales used in combination was .22--a minimal increment over the SVIB's zero-order validity of .20.

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Analyses aimed at consolidating the two prediction systems involving the two SVIB scales showed that the scale developed against the MED Criterion correlated .30 ( $p < .01$ ) with the Judgment Criterion and the scale developed against the Judgment Criterion correlated .18 ( $p < .01$ ) with the MED Criterion. A third scale, comprised of the two SVIB-MED scale and items unique to the SVIB-Judgment scale, correlated .25 ( $p < .01$ ) and .27 ( $p < .01$ ) with the judgment and MED criteria, respectively.

#### Recommendations and Conclusions

1. The SVIB-MED scale should be used operationally to aid in decisions involving the selection of Naval personnel for CC duty. It is further recommended that those applicants scoring highest on the SVIB scale be given primary consideration for CC duty, provided that other qualifications are met. Finally, with the exception of eliminating those scoring in the lowest 20%, it is recommended that no specific cutting scores be established because of potential fluctuations in the quality and quantity of the applicant pool.
2. The results obtained with the Biographical Questionnaire (BQ) are not sufficiently definitive to justify its operational use. The data suggest, however, sufficient potential for the BQ to support the recommendation of administering it on an experimental basis with a view towards re-evaluating its contribution to the prediction of the performance of future CCs.

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## INTRODUCTION

### Problem

Recruit company commanders (CCs) are the principal agents charged with accomplishing the Recruit Training Commands' (RTCs) mission of effecting a smooth transition from civilian to Navy life. The tasks of instilling military discipline, imparting Navy customs and traditions, and transmitting knowledge of Navy subjects fall squarely on the CC's shoulders. The fact that recruit training is the first interface between the entering recruit and the Navy heightens the importance attached to his competent and dependable performance. The experiences that the recruit encounters during this period of adjustment are likely to have a lasting and profound impact on his subsequent perceptions, aspirations, and performance.

It is recognized that the effective performance of recruit CC duty has implications for the collective competency and professionalism of incoming Navy personnel. However, selection procedures for making such assignments to date have neither been systematically developed nor rigorously evaluated against actual performance criteria.

### Purpose

The purpose of this effort was to conceptualize, develop, and test a selection model for predicting CC effectiveness.

### Background

A decision was made quite early in the developmental process to involve the Navy's three RTCs in the validation effort in order to obtain the requisite sample size for the analyses and to ensure their representation in the study. Because of the physical proximity of the research team to the San Diego RTC, it was decided to conduct those aspects of the research which have the characteristics of a pilot study (i.e., the job analysis and the development of behaviorally anchored rating scales) at the San Diego center. It should be pointed out, however, that, during visits to the Great Lakes and Orlando RTCs to initiate the testing and to collect criterion information, an effort was made to partially replicate the job analysis interviews with respondents from these two locations. At the time these visits were made, sufficient information on recruit training operations was already available, thus enabling the focus of the interviews to be directed at the more critical/substantive topic areas.

Another prominent consideration in the initial planning of the research related to the choice of predictors. Tests were chosen not only for their presumed relevance to measuring characteristics associated with CC effectiveness but also for their appropriateness to the setting under which the tests would eventually be administered in the implementation stage. Thus, tests selected are of the paper-and-pencil variety and are suitable for either group or mail administration.

## PROCEDURE

### Job Analysis

In classical validation literature, job analysis is conducted to determine what worker characteristics are associated with successful job performance and to develop suitable measures of individual differences in performance against which tests or instruments that are presumed to measure the relevant characteristics may be compared.

As indicated previously, the job analysis was conducted at the Recruit Training Command (RTC) at San Diego. Most of the information pertaining to the company commander's (CC) job was obtained through semi-structured interviews conducted by the senior author at RTC San Diego in October 1973. Additional information was obtained by examining the Company Commander Guide, training schedules, manuals, performance evaluation sheets, and inspection sheets prepared by the Military Evaluation Department (MED).

To ensure that the information obtained represented the views of a sampling of the RTC hierarchy, interviews were held with those concerned with both the primary and the advanced sides of recruit training. During the primary phase, emphasis is directed toward the military aspects of service life and the systematic indoctrination of recruits in the military environment. During the advanced phase, emphasis shifts toward refining, consolidating, and building on the skills and habits learned during the primary phase.

Interviewees concerned with primary training included eight company commanders (four actively pushing companies and four in "hold" (administrative) assignments), two battalion commanders, two battalion adjutants, and the regiment commander. Those concerned with advanced training included four inspectors from MED, the military training officer, one accelerated company commander, and two troubleshooters. Brief descriptions of the duties of these personnel (with the exception of the CC) appear below:

1. Battalion commanders--Although battalion commanders are typically warrant officers, if the need arises, senior petty officers may be assigned to this position, usually on an interim basis. The battalion commander's job is basically one of ensuring that CCs carry out their assigned duties in accordance with RTC objectives. Thus, he conducts his own inspections--largely diagnostic in nature--in preparation for the formal MED inspections. Although he fills out an evaluation form on each CC in his battalion, this form does not go into the CC's service jacket but serves as a feeder report to the military training officer's annual performance appraisal.

2. Battalion adjutants--This slot is usually filled by a senior chief petty officer as a hold assignment. In assisting the battalion commander, the battalion adjutant works very closely with the CCs in the battalion, even though he does not formally fill out a performance evaluation form. Thus, he is in an excellent position to provide judgments about the processes and techniques used by CCs to achieve the outcomes that are registered in MED inspection sheets.

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3. Regiment commander--Battalion commanders report to a regiment commander, usually a commissioned officer. The regiment commander's role vis-a-vis CCs is largely advisory in nature. He does not complete formal evaluation forms and grades companies only on a satisfactory-unsatisfactory basis. He generally sees only those CCs who are outstanding or who are having a difficult time.

4. MED inspectors--Personnel in the MED are CCs on hold assignments. Since MED slots are considered to be one of the more critical hold jobs at RTCs, they are usually filled by CCs who have proven to be outstanding in that role. MED inspections are conducted by two-man teams, and assignment of inspectors to companies is done on a random basis. In fact, an inspector does not know which company he is to inspect until the morning of the inspection day.

5. Military training officer--Like the regiment commander, the military training officer (sometimes called director of military training) is a commissioned officer. Annually, he fills out a performance evaluation form on every CC in the battalion, which is entered in the CC's service record. This evaluation is based on information received from a variety of sources (e.g., feeder reports supplied by the battalion commanders, company ratings on MED inspections, discussions with the regiment commander and his troubleshooters).

6. Accelerated company commander--Accelerated CCs are experienced and usually outstanding CCs who push companies on a more-or-less continuous basis. They are generally placed strategically within a training group to maximize their ability to help other CCs, especially those who are pushing their first companies or who are experiencing problems.

7. Troubleshooters--The primary duty of troubleshooters (sometimes called CC advisors) is to assist various CCs in the field. For example, if an active CC is rescheduled for a MED inspection because of excessive demerits, a troubleshooter assists the CC in correcting specific weaknesses noted in the MED inspection sheets.

#### Administration of Psychological Tests

Validity data collection was conducted over a period of approximately 13 months from May 1974 to June 1975. An experimental battery of psychological tests was group administered to CCs at the three RTCs twice during this period--first, in the early summer of 1974 and, second, toward the end of the data collection period a year later. These tests are described below:

1. Leadership Questionnaire (LQ)--This test consists of 120 items describing a wide variety of conditions involving the world of work and the organizational environment. Basically, each item consists of a statement about a particular aspect of organizational life or about a specific problem situation that the CC is likely to encounter in the work setting. The respondent is instructed to select one of the three alternatives that best describes his position on the subject. The LQ was developed specifically for the present study.

2. Worker Environment Preference Schedule (WEPS)--This test, which is published by the Psychological Corporation, consists of 24 statements concerning the values, attitudes, and behaviors traditionally associated with bureaucratic organizations (Gordon, 1970). Respondents were instructed to indicate the extent to which they agreed with the statements using a five-point Likert rating scale.

3. Biographical Questionnaire (BQ)--This two-part questionnaire consists of 165 items (148 in Part I and 17 in Part II). It was developed by selecting those items from existing background inventories (notably from the Catalog of Life History items compiled by Glennon, Albright, and Owens (1966) that were most appropriate for the respondent population. The items in Part I asked the respondent for more or less factual information about his developmental history, family and social life, academic background and achievements, and habits and interests. Those in Part II specifically relate to the respondent's past experience in the Navy. For example, they ask for his present rate, present rating, length of naval service, types of administrative assignments held at the RTC, and duration of his shadow week (i.e., time spent in observing an experienced CC in an operational environment). Responses obtained from this part of the BQ were later used in describing the study sample.

4. Strong Vocational Interest Blank (SVIB)--This test is a 399 item inventory designed to measure the respondent's likes and dislikes for a variety of occupations, activities, types of people, etc. While the bulk of the early research on interest measurement centered on vocational counseling, results of recent work conducted by the Navy indicate that SVIB scores are useful in predicting such diverse criteria as NROTC officer retention (Abrahams, Neumann, & Githens, 1968), disenrollment at the Naval Academy and from the NROTC regular program (Abrahams, Neumann, & Dann, 1969; Neumann & Abrahams, 1971), and retention in the NOAA officer corps (Neumann & Abrahams, 1972).

In San Diego, the battery of tests was administered by the research team to groups of CCs ranging in size from 3 to 29; in Great Lakes and Orlando, it was administered by locally trained RTC personnel. In San Diego, testing was conducted in one sitting. However, in Great Lakes and Orlando, because of the rather heavy recruit flow during the summer months and the associated demands on RTC personnel administering the tests, testing was spread out over 2 days. At all times and at all three RTCs, CCs were given standardized directions and tests were administered in the following order: LQ, WEPS, BQ, and SVIB.

#### Development of Criterion Measures

Two types of criterion measures were used to measure the individual differences in effectiveness among CCs. The first, which was judgmental in nature, consisted of supervisory evaluations in the form of rankings and ratings. The second, which was more objective, consisted of inspection scores assigned by MED Inspectors to company performance during the 4-week competitive period of recruit training. It was felt that using both judgmental and objective measures would capture elements reflecting both the process and the product implicated in the effectiveness with which CCs perform their role. The methodologies employed in the development of these criterion measures are described in the following paragraphs.

### Judgmental Criterion

Alternation Rankings. Battalion commanders and their adjutants are in an excellent position to evaluate the methods used by CCs in pushing their companies. Thus, they were asked to independently rank CCs in their battalion using the alternation ranking procedure--i.e., by indicating, in successive order, the most and least effective CCs in the battalion. They were told to base their opinions on such factors as the amount of effort the CC puts into his job, the extent to which he performs his duties in accordance with established procedures, his ability to organize the work assignments of his company, and the extent to which he transmits to his recruits the values and mission of the Navy. A copy of the alternation ranking form is presented in Appendix A.

Since CCs at RTC San Diego go through two battalions in the course of pushing a company, two sets of ranking forms were completed for CCs at San Diego--one by the battalion commander and his adjutant on the primary side of training and one by their counterparts on the advanced side. In the Orlando RTC, companies comprising a training group are dispersed across different battalions rather than being contained within a single battalion as in San Diego and Great Lakes. Accordingly, battalion commanders and their adjutants in Orlando were asked to complete the alternation ranking forms after six to ten companies had been graduated.

Behavioral Ratings. In addition to the alternation rankings, battalion commanders and their adjutants were asked to rate CCs using behaviorally anchored rating scales. Behavioral scales were developed especially for this study, based on techniques first described by Smith and Kendall (1963). In the initial development phase, five sessions, each lasting from 1 to 2 hours, were held with battalion commanders and adjutants from RTC San Diego. Participants were asked to generate dimensions that they considered important to the successful performance of CC duty and to provide specific behavioral incidents that would be illustrative of five levels of effectiveness in performing each dimension. For example, a behavioral incident assigned to level 1 of a particular dimension would be representative of low performance in that dimension; an incident assigned to level 3, average performance; and an incident assigned to level 5, high performance. Ten performance dimensions and 76 behavioral incidents were generated as the result of these sessions.

In the next developmental phase, MED inspectors, battalion commanders, and battalion adjutants were presented with two separate listings: (1) the ten performance dimensions and (2) the 76 behavioral incidents arranged in random order. These personnel were instructed to assign the behavioral incidents to the dimension which they felt was most appropriate and, further, to indicate which level of performance it best represented.

Dimensions were eliminated from further consideration if, after the re-assignment process, any of its five levels of performance was not defied by behavioral incidents. A behavioral incident was eliminated if it was not assigned to a particular dimension by at least 60 percent of the participants (which would indicate a lack of consensus with respect to which dimension it belonged) or if its standard deviation was greater than 1.00 (which would

indicate ambiguity as to what level of the dimension it best illustrated). In cases where the mean scale values of two incidents were identical or nearly identical, the research team, in consultation with the military training officer at San Diego, selected the one that was most clearly presented.

This elimination process yielded five dimensions--adaptability, organizing ability, fairness, cooperativeness with military training department staff, and cooperativeness with other company commanders--and 25 behavior incidents--one illustrating each level of each dimension. These dimensions and behavior incidents were incorporated in the final rating scale. To assist raters in interpreting the dimensions, each was described in terms of CC performance. For example, the description provided for Adaptability was "How readily does this company commander adjust to changes in the work routine, schedules, and performance requirements? Do his attitudes and performance conform to the needs of the situation?" Further, the 25 incidents were reworded from actual to expected behaviors. For example, the statement which originally read "After having kept bunks three tiles apart for years, this company commander complied with a required change in the bunk alignment" was reworded to read "After having kept bunks three tiles apart for years, this company commander could be expected to comply with the required change in bunk alignment." This statement is assigned to level 3 of the adaptability dimension.

The final rating form is presented in Appendix B. Battalion commanders and adjutants were asked to rate each of the CCs in their battalion by indicating, under each dimension, which behavior would be most typical of that CC's actions. They were specifically instructed not to base their evaluation of a CC on whether he had actually engaged in the illustrative behavior but, rather, whether he could be expected to behave in that manner.

#### Objective Criterion

Four kinds of formal MED inspections are conducted during the 4-week competitive period of recruit training: bag and locker, personnel, barracks, and infantry (drill). The differences existing among the three RTCS with respect to the number of inspections held are shown in Table 1.

Table 1  
Inter-RTC Differences in Numbers of Inspections Held

Type of Inspection	Number of Inspections		
	San Diego	Great Lakes	Orlando
Bag and locker	3	8	4
Personnel	15	8	5
Barracks	8	4	4
Infantry (drill)	4	4	4
Total	30	24	17

There are also differences in the procedures used to score the results of inspections. For example, RTC Great Lakes combines the results of bag and locker, personnel, and barracks inspections into a composite called the Star. Because of the difficulty of obtaining separate inspection results for each Star component for the duration of the study period, it was decided to convert results for these three types of inspections at San Diego and Orlando into similar composites. All composites were converted to standard scores for each location.

#### Statistical Analyses

To determine the inter-rater reliability of the judgmental, process-oriented aspects of CC effectiveness, the ratings and rankings assigned by battalion commanders were correlated with those assigned by battalion adjutants. Next, factor analysis was performed on all the criterion data--both judgmental and objective (i.e., ratings, rankings, and the infantry and Star inspection scores on MED reports). These initial analyses were designed to purify the various criterion elements by (1) identifying areas of low inter-rater agreement and (2) extracting from the data the more basic factors underlying individual differences in CC effectiveness. Further, the results of the factor analysis was used to evaluate the hypothesis that CC effectiveness could be meaningfully categorized into process and product components.

The next step consisted of identifying those items in the Leadership Questionnaire (LQ), Biographical Questionnaire (BQ), and Strong Vocational Interest Blank (SVIB) which empirically differentiated between groups designated as more or less effective according to their scores on the judgmental and objective criteria. These items were then assembled to form predictive scales for the LQ, BQ, and SVIB which were cross-validated to obtain estimates of their individual validity. Multiple correlational analyses were then performed to obtain the validity of the scales when they are used in combination. Finally, theoretical expectancy charts were developed to graphically portray the odds of effectiveness of a CC associated with different score levels on the predictive scales.

## RESULTS AND DISCUSSION

### Job Analysis

The results of the job analysis are presented below.

#### The Company Commander Tour

The company commander (CC) normally has a 3-year tour. The number of companies "pushed" by the incumbent during this period is variable, depending, in part, on the CC's rate (more senior petty officers generally push fewer companies, and spend longer periods of time in administrative or so-called "hold" assignments), and the amount of recruit flow into the training center (the summer months are historically high recruit intake months). Normally, a newly assigned CC pushes two companies back-to-back and is then assigned to a "hold" job before he picks up his third company. This aspect of RTC operations, combined with the turnover among CCs, necessarily meant that complete predictor-criterion information could not be obtained on all the CCs observed during the study period.

The CC slot is supposedly reserved for senior petty officers, E-6 and above, and designed to be filled on a voluntary basis. However, data obtained from Part II of the Biographical Questionnaire indicated that a few of the female CCs in Orlando are E-5s (this may be related to the fact that, to date, all female recruits have trained in Orlando). Also, most of the CC billets are filled by personnel in so-called deprived ratings (e.g., Boatswain's Mate, Quartermaster, Gunner's Mate, Signalman, etc.), who see the CC tour as an opportunity for shore duty.

The incoming CC begins his tour by attending a 4-week instructor school, followed by a 6-week CC school. The instructor school is designed for personnel assigned to instructional billets and is general, in both orientation and content. The CC school, on the other hand, provides specific instruction and exposure to the CC's routine, recruit problems, and RTC administrative procedures. While in CC school, the incoming CC is exposed to all the procedures and regimen that he will soon be requiring of his recruits and is provided with an opportunity to "shadow" an active CC in the field to observe in vivo what he has been taught in the classroom.

Following CC school, the CC is ready to train his first company. Recruit training presently runs for 9 weeks, with company strength and size of the training group (number of companies formed within a week's time) determined by the rate of recruit flow. At RTC San Diego, 4 weeks are taken up by primary training and 5, advanced training. The demarcation is meaningful in the sense that the first 4 weeks are generally regarded as a period of adjustment characterized by a comparatively high wash-out rate among recruits who are unable to adjust to the rigors involved in making the transition from civilian to military life.

The topography of the RTC in San Diego is such that the primary side of training is physically separated from the advanced side. As companies go from primary to advanced training, they leave one battalion and go to another. Thus, in San Diego, a CC is supervised by two different superiors in the course

of pushing one company, while in both Great Lakes and Orlando, he reports to the same battalion personnel throughout the 9 weeks of recruit training. It should be noted here also that, in both San Diego and Great Lakes, companies formed within the same weeks comprise the training group assigned to a given battalion. In Orlando, companies are assigned to a battalion on a staggered basis, to replace those that are graduating that particular week. Thus, companies comprising a training group in Orlando are at different points in their training and are dispersed through several battalions.

#### The Company Commander and his Company

The CC's role in training his recruits is at once crucial and grueling. It is not uncommon for him to put in 12 hours a day, especially during the early weeks of training. During this period he must designate his recruit petty officers and outline their responsibilities to them, organize his company, introduce recruits to the Navy way of life, and be generally available for consultation and guidance on matters ranging from assuaging feelings of homesickness to resolving racial tensions. In a very real sense, the CC is a focal point in the recruit's training. His effect on a company is perhaps best seen by comparing the way a company marches during the first week of recruit training with the way it marches as a single unit on graduation day and recognizing that the CC is, in large measure, responsible for the transformation.

The 9 weeks of boot camp separating day of arrival from day of graduation in the RTC are characterized by a systematic progression through specified evolutions or stages of indoctrination into the military way of life. Although the process is a continuous one, at designated points, procedures exist for assessing the company's progress. These include (1) the academic tests covering the acquisition of knowledge imparted in regularly scheduled classes, (2) periodic formal inspections conducted by the Military Evaluation Department (MED) covering aspects of training and discipline specific to the military environment (i.e., personnel, barracks, bag and locker, infantry), (3) less formal inspections conducted by the battalion personnel, and (4) the more random and diagnostic checks made by the Brigade Staff (troubleshooters) to identify company weaknesses in need of immediate attention.

Several things should be noted about the procedures. First, as indicated previously, variations exist among the three RTCs not only in the number of MED inspections conducted but also in the scoring system used to register the results of these inspections. All three RTCs use some type of absolute standard in the form of maximum allowable discrepancies as a basis for deriving the scores. Great Lakes and Orlando employ a 4.00 system, while San Diego uses a percentage system. However, during the course of data collection for this study, San Diego converted its procedures to conform to the 4.00 system.

Second, in all three RTCs, the standards for evaluating company performance become progressively more stringent with each successive evaluation. On occasion, MED inspections are rescheduled when companies receive more than the maximum number of demerits or discrepancies allowed for a particular day of training. A CC who experiences repeated problems in passing MED inspections is subject to administrative remedies, including being relieved of his company.

Finally, it should be noted that a healthy divergence of opinion exists between CCs and their superiors about the extent to which company performance, as registered on MED inspection sheets, adequately reflects the CC's effectiveness. Some argue that the company's performance mirrors that of the CC since he is designated as its leader, while others feel that the CC's effectiveness depends on the calibre of recruits which happen to comprise his company and the degree of friendship that exists between the company commander and the team of MED inspectors who happen to conduct the inspections at a particular time. Still others feel that the present competitive system among CCs in a training group fosters undue rivalry among them, encouraging the type of procedural shortcuts that set a bad example to recruits. This divergence of opinion was summed up poignantly by one company commander who remarked: "Sometimes I am not too sure whether my mission is to win as many competitive flags as I can or to turn out high-quality recruits who will be assets to the Navy." The fact that the two goals are sometimes perceived as incompatible presents both an administrative and a research problem. From an administrative point of view, several of the interviewees indicated that the present man-to-man competition should be done away with, substituting a system of absolute standards which would permit more than one deserving company to win competitive flags. From the research point of view, caution is indicated in relying on MED inspections as the sole yardstick for assessing CC effectiveness. From both points of view, there is no doubt that the CC's role in the collective performance of recruits is critical. What may be indicated is the development of alternative procedures which avoid some of the weaknesses of the existing competitive system. Thus, in the present research effort, which uses company performance as a criterion measure for CC effectiveness, care must be taken to supplement this measure with additional indicators and to develop adequate means of standardizing the results of MED inspections in light of the differences noted above. We shall return to this point later.

#### Description of Study Sample

A total of 809 CCs completed the battery of tests. Of this total, 292 (36.1%) were stationed in San Diego; 324 (39.9%), in Great Lakes, and 193 (23.9%) in Orlando. Biographical data on the study sample, which was obtained from responses to Part II of the Biographical Questionnaire, are presented in Table 2. As shown, most of the CCs samples were E6s and E7s, and virtually all were in so-called deprived ratings involving long tours of sea duty. Over half indicated that they did not volunteer for CC duty and did not have previous experience at RTCs.

#### Analyses of Inter-rater Reliability

Table 3 presents the results of analyses conducted to assess the extent of inter-rater agreement on the rankings of overall effectiveness and on ratings of performance dimensions. Results are presented separately for each RTC and for the combined sample. For San Diego, CCs who go through two battalions in the course of pushing a company, the standard scores corresponding to the rankings assigned by the battalion commanders in the primary and advanced sides of training were averaged and combined with the average standard scores of the rankings of the battalion adjutants.

Table 2  
Biographical Data on Study Sample

ITEM	ABSOLUTE FREQUENCY	PERCENT <sup>a</sup>	ITEM	ABSOLUTE FREQUENCY	PERCENT <sup>a</sup>
<b>1. Present rate</b>			<b>5. Number of tours as CC</b>		
E6	341	42.2	1	683	84.4
E7	287	35.5	2	65	8.0
E8	75	9.3	3	9	1.1
E9	20	2.5	Missing data	52	6.4
Missing data	86	10.6			
<b>2. Present rating<sup>b</sup></b>			<b>6. Volunteer for CC duty</b>		
Boatswain's Mate	84	10.4	Yes	283	35.0
Machinist's Mate	67	8.3	No	476	58.8
Electrician's Mate	60	7.4	Missing data	50	6.2
Signalman	51	6.3			
Quartermaster	47	5.8	<b>7. Number companies pushed previously</b>		
Gunner's Mate	36	4.4	0	35	4.3
Operations Specialist	36	4.4	1	103	12.7
Engineman	35	4.3	2	198	24.5
Aviation Boatswain's Mate	26	3.2	3	138	17.1
Boiler Technician	26	3.2	4	109	13.5
Hull Maintenance Technician	26	3.2	5	59	7.3
Aviation Machinist's Mate	24	3.0	More than 5	12	1.5
Aviation Structural Mechanic	24	3.0	Missing data	155	19.2
Other	215	26.6			
Missing data	52	6.4			
<b>3. Years in Navy before present tour</b>			<b>8. Other RTC assignments</b>		
6-10 years	181	22.4	Accelerated company commander	62	7.7
11-15 years	250	30.9	MED Inspector	64	7.9
16-19 years	251	31.0	Battalion Staff Member	180	22.2
20-24 years	35	4.3	Troubleshooter or Company Commander		
Other	39	4.8	Evaluator	21	2.6
Missing data	53	6.6	None of the Above	432	53.4
<b>4. Months spent on present tour</b>			Missing data	50	6.2
0-6	67	8.3			
7-12	86	10.6			
13-18	136	16.9			
19-24	253	31.3			
Other	217	26.8			
Missing data	50	6.2			

<sup>a</sup>Totals may not equal 100 percent because of rounding errors.

<sup>b</sup>This table details figures for ratings which contained 20 or more members. Due to space limitations, company commanders from 84 additional ratings have been grouped into the "Other" category.

Table 3  
Inter-rater Reliability Estimates for Rankings and Ratings

Variable	Overall Estimate		San Diego		Great Lakes		Orlando	
	r	N	r	N	r	N	r	N
<b>Ratings</b>								
Adaptability	.58	365	.68	131	.47	177	.69	57
Organizing Ability	.65	365	.60	131	.63	177	.72	57
Fairness	.42	364	.47	131	.36	176	.48	57
Cooperativeness With Military Training Dept Staff	.55	362	.55	130	.51	175	.55	57
Cooperativeness With Other Company Commanders	.50	358	.53	128	.45	174	.50	56
Ranking	.59	350	.45	132	.73	163	.68	55

It will be noted that the reliability analyses for the total group are based on sample sizes ranging from 350 to 365, which are substantially less than the 809 CCs responding to Part II of the BQ. This discrepancy is understandable within the context of RTC operations described earlier, since some of the CCs tested may not have had the chance to push companies during the study period for one of the following reasons: (1) they were on their way out of the RTC to another duty station, (2) they had completed pushing the number of companies allowed for their rate, or (3) they were in the longer hold assignments (e.g., battalion staff, troubleshooter, or MED inspector). In addition, study subjects for whom evaluations had not been prepared--either by the Battalion Commander or the Battalion Adjutant--would necessarily be excluded from the correlational analyses.

Moderate inter-RTC variations in reliability levels are discernible for the ranking of overall effectiveness and for ratings of the adaptability dimension. The reliability of the fairness dimension is uniformly low across the three RTCS. It might be mentioned here that, in developing the behavioral rating scales, it was very difficult to generate behavioral incidents for the fairness dimension. Part of the difficulty seemed to be that this dimension, which calls for a judgment of the extent to which CCs administer discipline in an even-handed manner, also evokes reactions with racial connotations. It is possible that battalion commanders and battalion adjutants may have encountered similar problems when evaluating CCs in their battalions, even though the behavioral incidents provided attempted to make it clear that racial aspects should not be considered. Overall, the reliabilities of the ranking and rating criteria fall in the acceptable range with the exception of ratings for fairness dimension.

#### Factor Analysis of Criterion Data

All the criterion variables were factor analyzed for the dual purpose of (1) reducing the number of criteria for use in item analysis and (2) lending conceptual clarity and focus to the dimensionality of the multiple measures of CC effectiveness. The input variables included the battalion commander ratings on each of the five performance dimensions and rankings of overall effectiveness, comparable evaluations from the battalion adjutant, and MED ratings of Star and Infantry inspections held during each week of the 4-week competitive period. An intercorrelation matrix among these 20 variables was computed using pairwise deletion of information to minimize loss of study subjects with incomplete criterion data. This matrix, which is based on data from all three RTCS, is presented in Table 4. As shown, the correlations between pairs of variables are based on sample sizes ranging from 314 to 426. The reasons for the reduced sample sizes relative to the 813 responding to Part II of the BQ have been set forth in the preceding section.

Factors were extracted from the intercorrelation matrix by the principal-component solution for which communalities consisted of the squared-multiple correlation between a given variable and the other variables. The iterative process for improving the initial estimates of communality was terminated if the difference between two successive communality estimates was less than .001 or if the number of iterations exceeded 25. Only those factors with eigenvalues greater than or equal to 1.0 were retained. These factors were rotated to simple structure by the varimax procedure. The rotated factor matrix is displayed in Table 5.

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Table 4  
Intercorrelation Matrix for Factor Analysis

Evaluator	Battalion Commander Evaluations					Battalion Adjutant Evaluations					Military Training Department Evaluations										
	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Ranking	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Ranking	STAR-Week 1	STAR-Week 2	STAR-Week 3	STAR-Week 4	Infantry-Week 1	Infantry-Week 2	Infantry-Week 3	Infantry-Week 4	
Battalion Commander	Dim. 1	.79 (408)	.63 (407)	.77 (407)	.71 (405)	.66 (407)	.58 (363)	.62 (363)	.51 (363)	.54 (360)	.53 (358)	.47 (358)	.36 (358)	.29 (345)	.16 (344)	.28 (335)	.25 (343)	.19 (342)	.23 (334)	.24 (343)	
	Dim. 2		.61 (407)	.71 (407)	.66 (405)	.66 (407)	.56 (363)	.63 (363)	.43 (363)	.53 (360)	.49 (358)	.50 (358)	.35 (345)	.26 (344)	.18 (335)	.29 (343)	.17 (341)	.08 (334)	.16 (343)		
	Dim. 3			.70 (407)	.61 (405)	.49 (406)	.45 (362)	.44 (362)	.42 (363)	.43 (359)	.41 (357)	.34 (357)	.16 (344)	.19 (343)	.14 (334)	.23 (343)	.15 (342)	.08 (341)	.14 (333)	.08 (342)	
	Dim. 4				.69 (405)	.61 (406)	.51 (362)	.55 (362)	.46 (359)	.54 (357)	.49 (357)	.44 (344)	.27 (343)	.21 (343)	.18 (334)	.27 (343)	.23 (342)	.15 (341)	.17 (333)	.15 (342)	
	Dim. 5					.58 (404)	.47 (360)	.50 (360)	.42 (360)	.41 (357)	.49 (355)	.40 (355)	.27 (342)	.26 (341)	.14 (341)	.31 (341)	.24 (340)	.16 (339)	.22 (311)	.13 (340)	
	Ranking						.58 (401)	.57 (401)	.45 (401)	.53 (398)	.48 (397)	.61 (432)	.62 (374)	.32 (372)	.24 (362)	.29 (371)	.28 (370)	.21 (369)	.24 (361)	.25 (370)	
Battalion Adjutant	Dim. 1						.76 (426)	.68 (426)	.69 (423)	.62 (419)	.62 (405)	.30 (332)	.25 (330)	.15 (320)	.29 (329)	.22 (328)	.23 (327)	.14 (320)	.14 (328)		
	Dim. 2							.65 (426)	.65 (423)	.68 (419)	.57 (405)	.39 (332)	.30 (330)	.17 (320)	.38 (329)	.30 (328)	.20 (327)	.22 (320)	.20 (328)		
	Dim. 3								.67 (423)	.65 (419)	.49 (405)	.25 (332)	.19 (330)	.18 (320)	.11 (329)	.21 (328)	.20 (327)	.11 (320)	.18 (328)		
	Dim. 4									.66 (417)	.55 (402)	.29 (330)	.23 (327)	.21 (317)	.26 (326)	.25 (326)	.13 (324)	.14 (317)	.14 (325)		
	Dim. 5										.57 (402)	.29 (327)	.24 (324)	.19 (314)	.24 (323)	.24 (323)	.14 (321)	.14 (314)	.17 (322)		
	Ranking											.16 (311)	.28 (329)	.20 (319)	.25 (318)	.27 (328)	.15 (326)	.18 (318)	.23 (327)		
Military Evaluation Department	STAR-Week 1											.42 (436)	.21 (425)	.30 (415)	.18 (444)	.15 (434)	.16 (424)	.25 (434)			
	STAR-Week 2												.30 (423)	.34 (433)	.13 (432)	.17 (442)	.15 (422)	.26 (432)			
	STAR-Week 3													.28 (426)	.14 (424)	.06 (423)	.08 (423)	.17 (425)			
	STAR-Week 4														.19 (434)	.19 (433)	.14 (425)	.17 (443)			
	Infantry-Week 1															.57 (433)	.53 (423)	.38 (433)			
	Infantry-Week 2																.56 (422)	.42 (432)			
	Infantry-Week 3																	.41 (424)			
	Infantry-Week 4																				

Note. Sample size is indicated in parentheses under each correlation coefficient. Dimension 1 = Adaptability, Dimension 2 = Organizing Ability, Dimension 3 = Fairness, Dimension 4 = Cooperativeness with Military Training Department Staff, Dimension 5 = Cooperativeness with Other Company Commanders.

Table 5

## Varimax Rotated Factor Matrix for Criterion Data

<u>Evaluator</u>	<u>Form of Evaluation</u>	<u>Factor Loadings</u>				<u>Communalities</u>
		<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	
Battalion Commander	Dimension 1*	.77	.35	.15	.24	.76
	Dimension 2	.74	.34	.03	.27	.72
	Dimension 3	.71	.26	.04	.07	.55
	Dimension 4	.80	.31	.10	.14	.71
	Dimension 5	.72	.26	.12	.18	.61
	Ranking	.53	.39	.17	.37	.66
Battalion Adjutant	Dimension 1	.32	.77	.11	.19	.71
	Dimension 2	.36	.70	.15	.29	.72
	Dimension 3	.26	.75	.08	.09	.60
	Dimension 4	.31	.72	.08	.18	.63
	Dimension 5	.30	.70	.12	.18	.61
	Ranking	.27	.57	.13	.32	.54
Military Evaluation Department	STAR-Week 1	.16	.20	.11	.56	.32
	STAR-Week 2	.11	.10	.11	.65	.30
	STAR-Week 3	.07	.11	.06	.39	.17
	STAR-Week 4	.18	.15	.13	.43	.26
	Infantry-Week 1	.11	.16	.69	.09	.45
Percent of Variance Accounted For		40.60	11.00	7.00	6.60	

a. In this table, dimensions 1 through 5 are Fairness, Adaptability, Organizing Ability, Cooperativeness with Military Training Department Staff, and Cooperativeness with other Company Commanders, respectively.

The four retained factors are easily interpreted. Factor I relates to evaluations by battalion commanders; Factor II, to the highest loadings on the ratings and rankings assigned by the battalion adjutants; and Factors III and IV, to the infantry and STAR aspects of company performance, respectively. To a remarkable degree, these findings support the hypothesis that individual differences in CC effectiveness can be resolved into two conceptually distinct domains: (1) the more process-oriented methods that CCs employ in pushing their companies and (2) the actual outcomes or products obtained, as reflected in the performance of their recruits.

The analyses conducted so far may be viewed as preludes to the most critical portion of the validation study--the development of predictive scales against criteria of effectiveness which are psychologically meaningful and organizationally relevant. To this end, the results of the factor analysis, in conjunction with the results of the reliability analyses, were used to refine the criterion data in two ways. First, the fairness dimension was dropped from subsequent analyses because of its low reliability. Second, it was decided to consolidate all the judgmental criteria into a single index in which the combined rankings assigned by battalion commanders and their adjutants would be weighted equally with the sum of the combined ratings on the four remaining dimensions. Procedurally, this was accomplished by (1) averaging the standard scores corresponding to the rankings assigned by battalion commanders and adjutants, (2) completing a similar average for the combined battalion commander and adjutant ratings across the dimensions, and (3) summing the two averages. In the analyses to follow, this composite index is referred to as the judgment criterion. An analogous MED criterion was devised by combining the STAR and infantry scores across the 4-weeks of competitive training and computing an average composite MED score.

#### Item Analyses and Development of Predictive Scales

Three of the tests in the experimental battery (LQ, SVIB, and BQ) were subjected to item analysis in order to identify differentiating items for assembly into predictive scales. The following general procedures were used in analyzing items and developing scales for each of the three tests against each of the composite criteria. The total group on whom the relevant predictor-criterion data were available was randomly divided into a validation or key construction group (about two thirds of the total) and a hold-out or cross-validation group (about one third of the total). Within the validation group, the top and bottom 33 percent on the composite criterion of interest were identified. Items in the LQ, SVIB, and BQ that were found to maximally differentiate between the most and the least effective CCs were identified and assigned weights of +1 or -1 depending on the direction of the differentiation (i.e., positive unit weights were assigned to item alternatives responded to more frequently by the most effective CCs, and negative unit weights, to those more frequently associated with the least effective CCs). The resulting key was applied to the responses of all CCs in the hold-out group. Pearson correlations were subsequently computed between the scores on the predictive scale and those on the composite criterion for the hold-out group to obtain an estimate of the validity of the empirically derived scale.

Table 6 presents the validities developed by the procedures described above for the MED and the judgment criterion. The validities for the WEPS are based on the total sample since item analysis procedures of the type performed for the LQ, SVIB, and BQ were not involved in scoring the WEPS. As shown, the validities of the scales developed for LQ against either of the criteria were not statistically significant. However, the scales developed for the SVIB show significant validities for both criteria, with the validity against the MED criterion being higher than that for the judgment criterion. The BQ scale for predicting the judgment criterion is valid at the .05 level, but the corresponding scale for the MED criterion falls shy of the validity required at conventional levels of statistical significance.

Table 6  
Validities of Predictors Against MED and Judgment Criteria

Predictors	Criterion			
	MED		Judgment	
	r	N	r	N
WEPS	.01	313	-.01	277
LQ	-.14	92	.05	80
SVIB	.34**	90	.20*	79
BQ	.12	85	.20*	76

\* $p < .05$

\*\* $p < .01$

Results of the validity analyses indicate that the SVIB is useful for predicting CC effectiveness. The results are not as straightforward for the BQ, since the validities of the two scales straddle the .05 level of statistical significance. Thus, in determining whether or not to include the BQ for operational use, statistical as well as administrative factors were considered. From a statistical point of view, scales should be included only if their validities are statistically significant at conventional levels ( $p < .05$  or better). From the administrative point of view, consideration must be given to the costs associated with administering and scoring the BQ. Rephrased, the decision depends on whether the gain in predictiveness realized with the BQ's inclusion in the battery is worth the costs incurred in implementation.

To evaluate the gain in validity when the BQ is used in combination with the SVIB for predicting the judgment criterion, a multiple correlation coefficient of .245 was obtained using the formula provided by McNemar (1969, page 194) for one dependent variable and two optimally weighted predictors. Corrected for shrinkage, the multiple correlation drops to .224--a minimal increment over the SVIB's zero-order validity of .20.

The foregoing results indicate that the BQ should not be used for screening prospective candidates for CC duty. However, there may be merit in accumulating such information on future CCs that will definitively answer questions about the BQ's validity and the contribution it makes towards enhancing the prediction of CC performance.

#### Development of a Single Prediction System

Two prediction systems have emerged from the preceding analyses: (1) the SVIB scale developed against the judgment criterion and (2) the SVIB scale developed against the MED criterion. Additional analyses were conducted to evaluate alternative strategies for consolidating the two systems into a single prediction of CC effectiveness. A single prediction would, of course, facilitate the decision-making of scale users as well as simplify the procedures for adjusting cutting scores in response to fluctuations in the pool of petty officers available for CC duty.

Two general strategies were explored for developing a single prediction system. The first involves preserving the identity of the original scales and validating them against each criterion composite. The other involves developing a composite scale consisting of items predictive of both criteria. For this purpose, the items unique to the SVIB scale for predicting the judgment criterion were merged with those in the SVIB scale developed against the MED criterion. The resulting scale was then evaluated for its ability to predict each of the two criteria.

The validities for the three SVIB scales against each of the criteria are summarized in Table 7. The cross-over validities (i.e., correlation between the SVIB-MED scale and the Judgment Criterion and the correlation between the SVIB-Judgment scale against the MED Criterion) are based on subjects in the cross-validation sample only. It will be noted that the SVIB-MED scale is also predictive of the judgment criterion at a level higher than the cross-validity of the SVIB-Judgment scale against the judgment criterion. There are several possible explanations for this seemingly unusual finding. While sampling error is a distinct possibility, given the small cross-validation sample, it could also be due to differences in the objectivity and resulting reliabilities of the two criteria. Although Table 7 shows that the validities of the combined scale are statistically significant against each of the criterion composites, these validities are lower than the corresponding validities for the SVIB-MED scale alone. The correlation between the two composite criterion measures (based on N of 288 with both sets of criterion data) was .45. These correlations indicate a high degree of overlap between the original SVIB scales and between the two criterion measures.

In light of the foregoing results, it was decided to recommend use of the SVIB scale developed against the MED criterion for selecting prospective CCs. A theoretical expectancy chart, developed for use by field personnel in implementing the recommended scale, is shown in Figure 1. For each score category on the SVIB scale, expressed in terms of percentiles and raw scores, the probabilities associated with being in the upper 50 percent on each criterion of effectiveness are displayed. Validity coefficients of .30 and .34 were used to develop the chart for the judgment and MED performance dimensions, respectively.

Table 7  
SVIB Scale Validities Against MED and Judgment Criteria

Scales	Judgment Criterion	MED Criterion
SVIB - Judgment	.20* (79) <sup>1</sup>	.18* (90) <sup>2</sup>
SVIB - MED	.30** (79) <sup>2</sup>	.34** (90)
Combined Scales	.25** (79)	.27** (90)

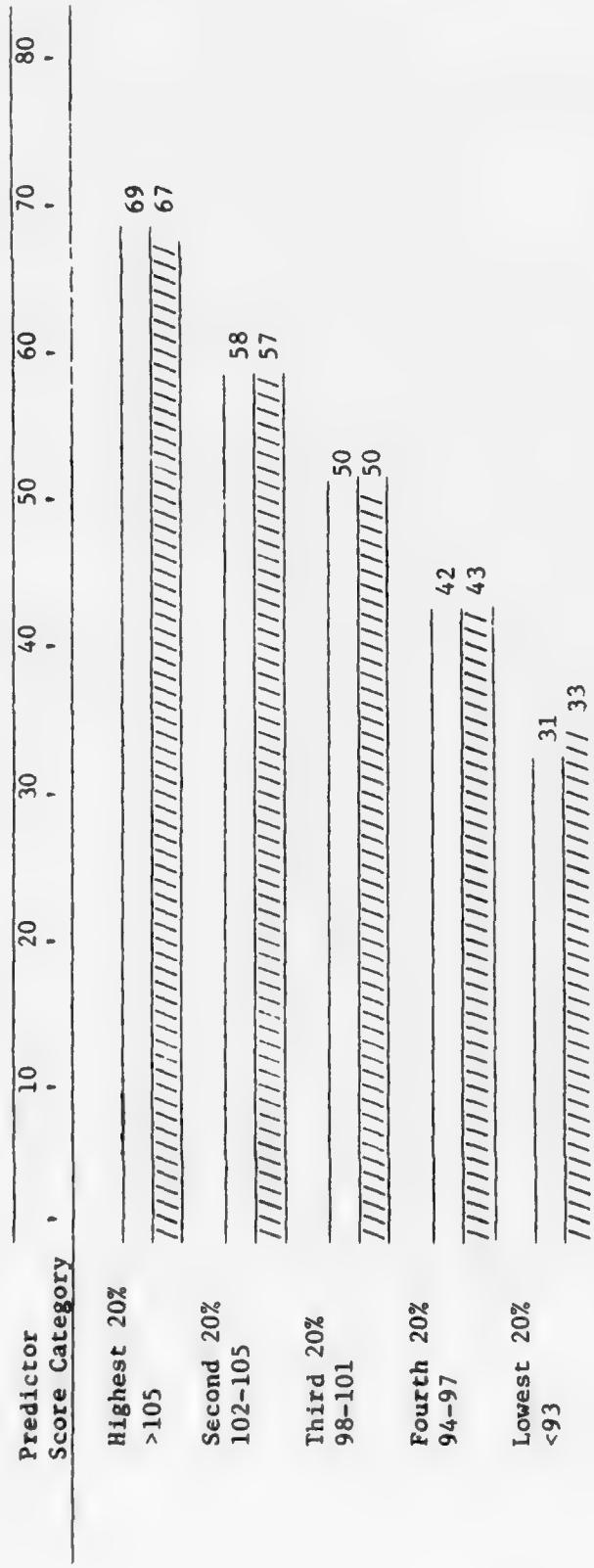
Notes.

1. Sample sizes appear in parentheses.
2. Correlations based on cross-validation sample only.

\*p < .05

\*\*p < .01

Percentage of Individuals Expected to Become Successful Company Commanders in each Score Category<sup>a</sup>



<sup>a</sup>Where success is defined as being at or above average.

Figure 1. Expectancy chart showing the relationship between the Strong Vocational Interest Blank and the two measures of company commander effectiveness.

## **CONCLUSIONS AND RECOMMENDATIONS**

The Strong Vocational Interest Blank (SVIB-MED scale) should be used operationally to aid in decisions involving the selection of Naval personnel for company commander duty. It is further recommended that those applicants scoring highest on the SVIB scale be given primary consideration for CC duty, provided that other qualifications are met. Finally, with the exception of eliminating those scoring in the lowest 20 percent, it is recommended that no specific cutting score be established because of potential fluctuations in the quality and quantity of the applicant pool.

The results obtained with the Biographical Questionnaire are not sufficiently definitive to justify its operational use. The data suggest, however, sufficient potential for the Biographical Questionnaire to support the recommendation of administering it on an experimental basis with a view towards re-evaluating its contribution to the prediction of the performance of future CCs.

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**APPENDIX A**  
**ALTERNATION RANKING FORM**

**A-0**

STATEMENT OF PURPOSE

The Navy Personnel Research and Development Center in San Diego is conducting a research study on company commander effectiveness. At this juncture of the research, we are collecting various measures or indicators of company commander effectiveness. Eventually, we hope to develop a profile of the characteristics associated with more effective company commanders which will enable the Navy in the future to select prospective company commanders whose characteristics resemble those of the more effective ones now on board. We believe you can contribute to this effort by supplying us with the information requested in the attached sheet. Specifically, we are asking you to rank the company commanders in your own battalion in terms of their overall effectiveness. All of the company commanders may be performing satisfactorily, but some are certain to be doing their jobs more effectively than others. In arriving at your judgments of overall effectiveness, you may wish to consider such factors as: the amount of effort the company commander puts into his job, the extent to which the company commander performs his duties in accordance with established procedures, his ability to organize the work assignments of his company, the extent to which he transmits to his men the values and mission of the Navy, and any other factors you think are important.

The attached sheets contain instructions and a form for recording your judgments. We are collecting this type of information from battalion commanders and their adjutants in both the primary and advanced sides of recruit training. It is important that the rankings be made independently. Therefore, please do NOT consult with your battalion commander or adjutant (as the case may be) when you fill out the attached form. We wish to emphasize that your judgments will be used for research purposes only and will be treated confidentially.

PROCEDURE FOR COMPLETING ALTERNATION RANKING FORM

1. Please fill in the identifying information requested at the top of the Alternation-Ranking Form.
2. In the first column of the form, marked "Alphabetic Listing of Company Commanders," list in alphabetic order the names of the company commanders in your present battalion.
3. Look at the list and decide which one person you think is best in terms of overall effectiveness as a company commander. Draw a line through his name and write it in the blank space marked "Highest" in the column, "Rankings of Company Commanders."
4. Look over the remaining names and decide which one person is not as effective as the others on the list. Draw a line through his name and write it in the blank space marked "Lowest" at the bottom of the page in the column, "Rankings of Company Commanders."
5. Next, select the person you think is best of those remaining on the list of "Alphabetic Listing of Company Commanders," draw a line through his name and record it in the blank space marked "Next Highest."
6. Then, select the person you think is not as good as the others remaining on the list of "Alphabetic Listing of Company Commanders," draw a line through his name and write it in the space marked "Next Lowest."
7. Continue in this fashion (successively picking the next highest, then next lowest) until you have drawn a line through every name in the "Alphabetic Listing of Company Commanders."

IMPORTANT: Please read the instructions carefully before you begin.

Battalion Number: \_\_\_\_\_

Check one:

- ( ) Battalion Commander - Primary  
( ) Battalion Adjutant - Primary

- ( ) Battalion Commander - Advanced  
( ) Battalion Adjutant - Advanced

Date: \_\_\_\_\_

<u>Alphabetic Listing of Company Commanders</u>	<u>Rankings of Company Commanders</u>
	Highest _____
	Next Highest _____
	Next Highest _____
	Next Highest _____
	Next Highest _____
	Next Highest _____
	Next Highest _____
	Next Lowest _____
	Next Lowest _____
	Next Lowest _____
	Next Lowest _____
	Next Lowest _____
	Next Lowest _____
	Next Lowest _____
	Lowest _____

**APPENDIX B**  
**BEHAVIORAL RATING FORM**

#### About This Rating Form...

As part of the research study in company commander effectiveness, you are being asked to rate each company commander in your battalion using the attached scales. The scales were developed following discussions with battalion personnel (some of you may have participated in these discussions) and reflect the important dimensions which make for company commander effectiveness.

The rating form is similar to other forms you may be familiar with in that the form provides several dimensions along which you are to evaluate the company commanders in your battalion. The thinking here is that there are several ways in which the company commander can be effective: one company commander may be effective, for example, by showing a high degree of adaptability, another company commander may be just as effective by putting more emphasis on the organization of the company. You will also note that the rating form is essentially a five-point rating system.

What is new about the present rating form is the use of what are called behavioral incidents, verbal descriptions attached to each scale level. There are five of these behavioral incidents corresponding to the five points on the rating form. The behavioral incidents are specific examples of the type of behavior that might fall under each scale level.

Since the list of incidents is limited, the company commander you are evaluating may not have performed any of the specific behaviors provided on the form. Use these incidents merely as examples of the kinds of behavior that would guide you in deciding where to place a given company commander on the scale. You should select the point on the scale which comes closest to describing the general type of behavior that the company commander displays.

In addition, the rating on each dimension should be based on your evaluation of the company commander's typical performance. In other words, even if this company commander has done one of the specific things listed on the form, he would not necessarily be rated at that level. This might be the case if the specific incident was not typical of his usual performance.

The attached sheets contain instructions and the rating dimensions. We are collecting this type of information from battalion commanders and their adjutants on the primary side. It is important that these evaluations be made independently. Therefore, please do NOT consult with anyone when completing this form. Again, we wish to emphasize that your judgments will be used for research purposes only and will be treated confidentially.

INSTRUCTIONS FOR BEHAVIORAL RATING SCALES

FOR RESEARCH PURPOSES ONLY

Please supply the following information:

Battalion Number: \_\_\_\_\_ Date: \_\_\_\_\_

Check One: ( ) Battalion Commander ( ) Battalion Adjutant

Name of company commander being evaluated: \_\_\_\_\_

- 
1. Work on one rating scale at a time.
  2. Consider the specific behavior listed on that scale and the typical performance of the company commander being rated. Check the one point (1 through 5) on the scale which comes closest to describing the company commander's typical performance.
  3. Continue in this fashion until you have rated the company commander on each of the five scales.

Performance Dimension:

**ADAPTABILITY** - How readily does this company commander adjust to changes in the work routine, schedules and performance requirements?  
Do his attitude and performance conform to the needs of the situation?

Rating Scale: (Check one box only)

High

- 5  If this company commander were assigned the unusual task of changing from a 9- to a 7-week schedule, he could be expected to do so by adjusting to the many required daily changes and by getting his company moving at a much faster pace.
- 4  After being assigned to company commander duty without wanting it, this company commander could be expected to make adjustments and do well.

Average

- 3  After having kept bunks three tiles apart for years, this company commander could be expected to comply with a required change in bunk alignment.
- 2  If this company commander were given various change orders, he could be expected to fail to cope with them.

Low

- 1  If this company commander arrived not wanting the job, he could be expected not to change his attitude and would thereby influence his company to do poorly.

Performance Dimension:

**ORGANIZING ABILITY** - How well and consistently does this company commander bring order and routine into his company to eliminate confusion and duplication of effort? What means does he use to achieve this organization?

Rating Scale: (Check one box only)

High

- 5  By 2030 of P-5 day, this company commander could be expected to have his night routine fully operational; barracks cleaned up and recruits squared away with respect to cleaning their shoes, taking their showers and setting up their night study period.
- 4  By 1-3 day, this company commander could be expected to have his company sufficiently in shape so that he could spot recruits with educational deficiencies and possible academic and military problems.

Average

- 3  On P-1 day, this company commander could be expected to get his mass wash done, teach bunk make-up and inform his company of the proper use of B-drawers for stowing their valuables.
- 2  On P-1 day, this company commander could be expected to have instructed his company on procedures for carrying out fire and evacuation drills only.

Low

- 1  On P-5 day, this company commander's barracks could be expected to be in a state of disarray: pillows and bunks not made, blankets not folded and gear adrift throughout the barracks.

Performance Dimension:

FAIRNESS - Does this company commander typically give his recruits a fair shake and treat them in a just, evenhanded manner? Does he explain or define the recruit's failings prior to the administration of discipline?

Rating Scale: (Check one box only)

- |         |  |
|---------|--|
| High    | 5 <input type="checkbox"/> If a recruit makes a mistake, this company commander could be expected to punish him instead of the entire company; at the same time, if a recruit does outstanding work, this company commander could be expected to give him a pat on the back.   |
| Average | 4 <input type="checkbox"/> If this company commander had a slow learner he could be expected to give him a chance to succeed and, if he falls behind, recommend him for remedial training rather than fail him outright.   |
| Low     | 3 <input type="checkbox"/> If this company commander received a setback from another company, he could be expected to treat him like any other recruit in his company; the company commander would not hold this against the recruit.<br><br>2 <input type="checkbox"/> This company commander could be expected to punish the entire company because one or two of his recruits had dirty undershirts or did not have their shoes shined. |
|         | 1 <input type="checkbox"/> If this company commander receives a medical setback, he could be expected to use the demerit system to get the setback recruit out of his own company rather than try to help the recruit catch up.  |

Performance Dimension:

**COOPERATIVENESS WITH MILITARY TRAINING DEPARTMENT STAFF:** How much of an effort does this company commander make to coordinate his activities with the guidelines posted by the Military Training Department Staff so that the relationship can be mutually beneficial?

Rating Scale: (Check one box only)

High

- 5  This company commander could be expected to check in frequently with the Battalion Office to keep current on developments affecting his company (e.g. changes in schedule or uniform, red cross messages for his recruits, or notes from the chaplain).
- 4  If this company commander's company is held up at Medical, and is likely to be late for its next scheduled class at Tech Training, this company commander could be expected to promptly inform the Battalion Office of the situation.

Average

- 3  This company commander could be expected to comply with the requirement to turn in strength and rifle reports by 0600.

- 2  The Battalion Staff could expect to have to remind this company commander more than once to follow through on changes (e.g. class attendance, FAT platoon procedures and schedule changes).

Low

- 1  If this company commander dropped his company off at Medical, he could be expected to fail to report this fact to the Battalion Office so that a Battalion staff member could be sent to replace him.

Performance Dimension:

**COOPERATIVENESS WITH OTHER COMPANY COMMANDERS:** To what extent does this company commander help his fellow company commanders (e.g. by offering courtesy inspections, by monitoring recruits not in his own company or by volunteering his knowledge to a company commander who is struggling)?

Rating Scale: (Check one box only)

High

- 5  In addition to putting in long hours to keep his own company in shape, this company commander could be expected to help a first-time company commander iron out possible trouble spots before the MED inspections.
- 4  If this company commander sees another company not in proper formation, he could be expected to stop the RCPO and point out to him what the company is doing wrong.

Average

- 3  If this company commander receives the suggestion from another company commander that they look over and inspect each others barracks, he could be expected to comply.
- 2  If this company commander knew that his running mate was teaching an item incorrectly, he could be expected not to mention it to him.

Low

- 1  This company commander could be expected to refuse to help another company commander in danger of being relieved because he would not want to jeopardize his chances of winning competitive flags.